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ABSTRACT

Indiana vocational home economics teachers completed questionnaires examining the extent of their participation in professional development activities. The study also explored the level of satisfaction with their jobs and the relationship of these two variables. Approximately two-thirds (n=350) of Indiana's teachers were asked to participate; 263 (75 percent) provided usable responses. With a mean of 11.167 of 40 identified activities, most teacher participation was at the local level. Job satisfaction, measured by the Brayfield Index of Job Satisfaction, was found to be low, with a mean of 41.26 (range=23 to 115). Pearson Product Moment revealed an inverse correlation of r=-.147 which, while appearing to be low, was significant at the .009 level. As participation increased, job satisfaction decreased. Analyses of variance indicated a significant difference in job satisfaction between teachers who participated in eight or more activities and those who did not. (Author/YLB)

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JOB SATISFACTION AND PROFESSIONAL DEVELOPMENT ACTIVITIES OF INDIANA VOCATIONAL HOME ECONOMICS TEACHERS

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Abstract

To determine the extent to which Indiana vocational home economics teachers participated in professional development activities, the level of satisfaction with their jobs and the relationship of these two variables, approximately two/thirds (350) of Indiana's teachers were asked to participate in this study with 263 (75%) providing usable responses. With a mean of 11.167 of 40 identified activities, most teacher's participation was at the local level. Job satisfaction, measured by the Brayfield Index of Job Satisfaction, was found to be low with a mean of 41.26 (range = 23 - 115). Pearson Product Moment revealed an inverse correlation of r = -.147 which, while appearing to be low, was significant at the .009 level. As participation increased, job satisfaction decreased. ANOVA indicated a significant difference in job satisfaction between teachers who participated in eight or more activities and those who did not.

Some of you, like me, may prefer the best things first. For example, I still retain the early childhood preference for eating dessert before the main course. Building on that preference, I"ll present the results of the study first so that you can see whether it really interests you and then I"ll discuss its methodology.

The objectives were simple:

1. To determine the extent to which Indiana vocational home economics teachers were involved in professional development activities,
2. To determine the level of satisfaction with those jobs, and
3. To determine the relationship between those two variables.

The typical Indiana home economics teacher is indeed a busy **woman**. She has a master's degree and more than eleven years of teaching experience, most of which have been in her present school (Table 1).

Table 1: Descriptive Data of Indiana Teachers of Vocational Home Economics

	Number	%
Educational Level		
Bachelor's degree	27	10.3
Master's degree	226	85.9
Specialist's degree	9	3.4
Doctoral degree	1	0.0
Total years of Teaching Experience		
Less than 1 year	3	1.1
1 year	0	0.0
2 years	7	2.7
3 years	16	6.0
4 through 7 years	35	13.3
8 through 10 years	21	8.0
11 through 20 years	111	42.3
over 20 years	69	26.3
Total years teaching in present school		
Less than 1 year	11	4.2
1 year	4	1.5
2 years	12	4.6
3 years	23	8.7
4 through 7 years	51	19.4
8 through 10 years	30	11.4
11 through 20 years	98	37.3
over 20 years	34	12.9

Most run a busy household (Table 2) with both spouse and children (ages 6 - 17 living at home). A majority also have children in college.

Table 2: Family Situation and Responsibilities

	Number	%
Family Situation		
single with no dependents	37	14
spouse only	55	20.9
spouse & children with both living at home	149	56.7
spouse & children/spouse living away from home most of time	11	4.2
single parent	11	4.2
Responsible for aged parent	13	4.9
Responsible for children aged 5 and under living at home	45	17.1
Responsible for children 6 through 16 living at home	115	43.7
Responsible for children in college or other post secondary programs.	58	22
Certified home economist	64	24.6
Coach school's athletic, speech or debate teams	32	12.2

Indiana vocational home economics teachers were found to be very involved in professional development activities. With a range of 40 activities from which to select, the Indiana teachers participated in a mean of 11.167. This does not represent the total number of activities in which teachers participated since each type of activity was marked only once. For example, they might have attended several local inservice meetings (Table 3) although it would have been selected only once. That item, incidentally, was found to be the most frequently selected response with 85% of teachers selecting it. Business sponsored meetings scored second highest with 66% selecting it.

Table 3: Attendance at Inservice Activities

	didn't participate	participated	percentage
Voluntarily attended inservice activities sponsored by the school corporation.	39	224	85
Attended business-sponsored meeting (Egg & Poultry Board, Dairy Assn., Utilities Co., etc.)	89	173	66

Teachers also participated in a large number of self-development activities (Table 4). Among those with high responses which were available at little or no cost to the teacher were conducting professional development plans and discussing them with an administrator or peer. Also rating high with a majority of teachers participating were reading four or more professional journal articles per month and being voluntarily evaluated by students.

Table 4: Participation Self-Development Activities at Little or No Personal Cost

	Yes	%	No
Conducted a personal development plan which included setting goals.	180	70	83
Discussed professional development plan with administrator.	179	68	84
Discussed professional development plan with peer.	178	68	85
Read 4 or more professional journal articles per month.	166	63	97
Was voluntarily evaluated by students.	136	52	125
Visited another secondary school for educational purposes.	118	49	145
Conducted a self-assessment by video-tape, questionnaire, etc.	78	30	184
Participated in or viewed videotape of teleconference.	41	16	222
Temporarily exchanged teaching positions with teacher from other department or school.	37	14	226

Other self-development activities undertaken were of some financial costs to teachers (Table 5). While a majority of teachers participated in none of these activities, it is interesting to note that 114 (43%) were taking professional development courses not counting toward an advanced degree and that 82 teachers (31%) were working on an advanced degree. That indicates potential continuing education enrollment. Participation in or viewing teleconference tapes were reported by 41 teachers, with 18 writing theses or journal articles.

Table 5: Self-Development Activity Participation at Varying Levels of Personal Cost

	YES	%	NO
Took professional development course(s) not counting for an advanced degree.	114	43	149
Took course(s) toward an advanced degree (beyond the bachelor's)	82	31	181
Participated in or viewed tape of video-conference.	41	18	222
Wrote a significant publication such as a thesis or journal article.	18	7	245
Undertook an authorized leave for at least a semester for professional development purposes.	13	5	250

FHA/HERO participation (Table 6) was categorized separately with 96 teachers (37%) reporting service as advisors and 55 (21%) reporting taking students to state conference with all but two of these guiding students in proficiency events at that conference. While 27 reported serving as advisor-mentors, 23 reported working with a mentor teacher or FHA advisor-mentor. Indiana has a mentoring program for all new teachers, thus possibly accounting for these discrepencies.

Table 6: Participation in FHA/HERO Activities

	YES	%	NO
Served as an advisor for an FHA/HERO chapter.	96	37	167
Accompanied students to state FHA/HERO conference.	55	21	207
Guided students in participating in State FHA/HERO proficiency events.	53	20	210
Worked with mentor teacher or FHA advisor-mentor.	33	13	230
Served as a mentor or FHA advisor-mentor for another teacher.	27	10	236
Attended FHA/HERO cluster meeting in Minneapolis or in Reston, WV.	15	6	248

An unusual result occurred regarding non-local meetings (Table 7). With AHEA in Cincinnati, more teachers attended AHEA than the state IHEA meeting. The proximity and opportunity to attend a national meeting in the summer without a teaching conflict would be contributing factors.

Table 7: Attendance at Professional Conferences

	YES	%	NO
Attended AHEA annual conference in Cincinnati.	53	20	210
Attended IHEA state conference in South Bend.	47	15	216
Attended an IHEA district meeting.	101	38	162
Attended AVA annual conference in Orlando.	16	6	247
Attended IVA state conference in August.	89	34	174
Attended other national education conference.	37	14	226
Attended other state education conference.	108	41	155

Teachers served as officers and program presenters at all organizational levels (Table 8). As expected, the closer to home, the more involved they were but the teachers were represented as officers at all levels.

Table 8: Participation in Other Professional Services

	Yes	%	No
Served as officer for local professional association.	54	21	208
Served as officer for district professional association.	35	13	228
Served as officer for state professional association.	28	11	235
Served as officer for national professional association.	13	5	250
Served as committee member (not chair) for professional associations.	85	32	178
Served as committee chair for professional associations.	41	16	222
Participated in planning or presenting local inservice program(s)	85	32	178
Participated in planning or presenting inservice programs(s) at district level.	29	11	233
Participated in planning or presenting state inservice program(s).	28	11	235
Participated in planning or presenting inservice program(s) at national level.	12	5	251

Other activities included were applying for a competitive professional grant and participating in a state funded project (Table 9). Eighteen teachers participated in the former activity which is a high number when one considers how seldom such activities occur.

Table 9: Participation in Funded Project Activities

	YES	%	NO
Applied for competitive professional grant.	18	7	245
Participated in the Purdue University Human Services Internship Internships for Educator Renewal project.	20	8	243

"Shocked" best describes my reaction to the measurement of job satisfaction of the teachers. The literature did not prepare me for the findings nor did my interactions with teachers. Complaints were frequent, but they seemed to be within the "normal" amount and quality experienced over the years.

What shocked me was that with a possible range of 23 to 115 (Table 10) on the satisfaction scale (assuming that all items were marked; scores below 23 indicate that some items were not marked), the mean was 41.26 with a median of 41 and a mode of 39, well within the range indicating DISSATISFACTION. In fact, 99% scored below 69, the midpoint of the range of points and 97% scored in the dissatisfied or very dissatisfied range. No teachers were *very satisfied* and only one indicated satisfaction. Seven scored neutral; nine subjects did not respond to questions concerning job satisfaction. Indiana vocational home economics teachers are certainly NOT satisfied with their jobs.

Table 10: Frequency of Responses Indicating Job Satisfaction

Scores	Very Dissatisfied [20]23-41.4	Dissatisfied 41.5-59.8	Neutral 59.9-78.2	Satisfied 78.3-96.6	Very Satisfied 96.6-115
20	1				
21	2				
22	1				
25	1				
26	1				
27	2				
28	4				
29	8				
30	5				
31	3				
32	5				
33	6				
34	12				
35	12				
36	7				
37	9				
38	14				
39	18				
40	11				
41	15				
42		15			
43		15			
44		13			
45		15			
46		7			
47		9			
48		5			
49		7			
50		3			
51		4			
52		3			
53		3			
54		2			
55		1			
56		1			
57		2			
58		4			
63			2		
65			1		
67			1		
70			1		
72			1		
77			1		
80				1	
TOTALS	137	109	7	1	0

My original objective had been to determine the relationship between participation in professional development activities and job satisfaction. I expected to confirm my suspicion that a positive relationship existed.

Another surprise! (Table 11). An inverse relationship of -.147 existed. While this might not look very high, it was significant at the .009 level. Thus, as participation in professional

development activities increased, job satisfaction decreased! Since we assume that teachers are not in the job for the money and it appears that professional development activities do not bring satisfaction, what does stimulate teachers to keep striving for growth?

Table 11: Pearson Product Correlation of Participation in Professional Development Activities and Job Satisfaction

	Activities	Satisfaction
Satisfaction	-.147*	
Activities		- .147*

*p = .009

In an attempt to determine whether teachers who participated in professional development activities differed in job satisfaction from those who did not, the data were analyzed with ANOVA with eight or more activities established as indicating participation (Table 12). A difference was found with participants in professional development activities scoring lower in job satisfaction than non-participants.

Table 12: Analysis of Variance for Participation and Satisfaction

	Means		ss	MS	df	F
	Participants (n = 184)	Non-Participants (n = 71)				
Between Groups	40. 50	43.24	384.47	384.47	1	4.99*
Within Groups			19486.93	77.03	253	
Total			19871.4		254	

*p = .026

Could this mean that as teachers share their success with each other at professional meetings and in continuing education classes, or as they read journal articles about other teachers' successes, they become less satisfied with their own situations? Does it mean that they are tired of putting forth so much effort to grow professionally with so little reward?

While no study is perfect in its methodology, I am confident of these results. The sample studied was REPRESENTATIVE and can be generalized to all vocational home economics in Indiana. The names of 350 subjects were randomly selected from the current state directory of vocational home economics teachers. Errors in the listing made the exact number of teachers questionable. However, the sample size used was large enough to cover both the number listed or the number estimated by the state's "supervisor" of vocational home economics. Kreckjie and Morgan recommended that 241 responses were needed for the larger listing in the directory; with 263 usable responses (75%), the sample seemed more than adequate.

The independent variables which described the teachers' work and family situations, as well as the independent variable of professional development activities, were developed by the researcher. Evidence of face validity was obtained by having the proposed instrument evaluated by other teacher educators in Indiana, by the state supervisor, and by students in graduate research classes, who, I might add, were merciless but very helpful.

The 19 item Brayfield Index of Job Satisfaction plus four other items specifically relating to teaching were used to measure job satisfaction. Evidence of internal validity and of reliability was compiled by factor analyzing the responses. Eigen values ranging from 7.45 to 1.03 were revealed. Using varimax rotation, six factors converged in eight iterations. These appear to represent the

meeting of expectations, enjoyment, motivation, administrative support, hope, and emotional wants and needs.

To determine that the instrument was in "lay language", it was pilot tested with non-vocational teachers in two metropolitan systems. Questionnaires were mailed to home addresses for one group and to school addresses for the other. Since a much higher proportion were returned from those mailed to the schools, school addresses were used in the actual survey.

Although confident of the results, causes of dissatisfaction were not clear. Thus, another study was immediately conducted to identify these causes. Additionally, I hope to undertake a study to determine whether dissatisfaction is a problem with all secondary teachers in Indiana.

Home economics in Indiana faces a grave problem. If teachers are so dissatisfied with their jobs, the likelihood of their recruiting students into home economics classes or into the profession is diminished. The teachers already face obstacles to recruitment , some of which are imposed by the systems in which they teach. Their own dissatisfaction can aggravate this problem unless means are undertaken to alleviate it .

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